

6th Grade Core Career Connection

Title: “It’s My Job to Keep You Safe While You’re Having Fun”

Core Subjects: Healthy Lifestyles, Math, Language Arts

Standards: Healthy Lifestyles 7560-06 Acquire and apply knowledge in the physical activity setting. Math 5060-01 Apply math concepts and skills to solve daily living problems. Language Arts: 4060-10 Develop oral language to communicate effectively.

Objectives: Healthy Lifestyles 7560-0601 Modify and apply rules and strategies to physical activity setting. Math 5060-0102 Formulate problems from everyday and mathematical situations. Language Arts 4060-1002 Use oral language to present information.

Abstract:

Through the activities of developing a safe, fun feature for Amusement Park Day, including how to communicate with customers effectively and keeping a profit-loss statement of the productivity of their feature, students will discover how the traits of the entrance level career of Amusement Park Worker utilizes a variety of daily learning objectives at school.

Occupational Connection: Amusement Park Worker

Recommended Resources/Materials:

1. Guest Amusement Park Worker
2. Play money (made by the class or use commercial money kits)
3. Tickets (made by class or purchased for less than \$3.00 a roll)
4. Expenses/Earnings Statements (see end of lesson)
5. PE Equipment; student furnished props and materials

Time Allotted: Several days integrating PE, Math, and Language Arts

Teacher Role:

1. Secure guest Amusement Park Worker (see WBL section)
2. Prepare for Amusement Park Day as students develop features
3. Arrange for parent help on Amusement Park Day
4. Pre-teach profit/loss principles during Math.

Activity:Attention-getting Activity

(play carnival-like, Merry-go-Round type of music if available)

1. Pass out half-sheets of paper and instruct the students to think of their most exciting experience at an amusement park such as Lagoon, Disneyland, Liberty Park, etc. They are to write a descriptive paragraph, describing their experience using the senses: what they saw, heard, smelled, touched, felt (emotionally), and tasted. Paragraphs can be read before the class and given credit if desired or shared orally. If students have not been to an amusement park, perhaps they could respond from what they have seen and heard through the media.
2. Explain that working in an amusement park can be a young person's first job; that such parks rely heavily upon young people, who are full of energy, enthusiasm, and get along well with all ages of people, to run the rides, put on the shows, provide the music, work at the concession stands and mid-way skill games.

Learning Activity:

1. Introduce guest Amusement Park Worker, if available, and have them discuss as requested (see Community Partner Role section).
2. As a class plan for the Amusement Park Day activity.

Amusement Park Day

1. Set the day for the activity. Can be an inside/outside activity. Determine who the customers will be. Determine how to use the money and tickets. Perhaps customers are given play money to purchase tickets and amusement park workers set the price of their amusement feature in tickets. One or the other can be eliminated. (most amusement parks use hand-stamps for all-day passes, but this activity is to teach what underlies that process). Discuss what makes some rides/concessions cost more than others.
2. Determine the rides, games, skills, etc., to be included. Following are some ideas:
 - Scooter Races
 - Chug-a-Liter Contest (pop drinking contest)
 - Tarzan of the Jungle (rope climbing contest)
 - Tug of War Contest
 - Champion Arm Wrestlers
 - Face Drawing
 - Stuffed Animal Ball Toss – try to knock them down
 - Bicycle Obstacle Course
 - Skateboard Show-off Stunts
 - Squirt Your Partner in the Mouth (squirt guns or spray bottles)
 - perhaps a parent would provide an activity they are experts at
 - Concession stands that sell different items, i.e., popcorn, cookies, crispy treats, drinks, ice cream, crafts, small toys, etc.Brainstorm others.

[Note: Upbeat, carnival-like music could be played during the activity.]

3. Students should be conscientious in designing their amusement feature so their customers are safe while having fun; of explaining what their customers should do to use their amusement; being friendly; being responsible in their communications and dealings with the public.
4. Pass out the Expenses/Earnings Statement and go through it, giving instructions on how to determine expenses and the necessity of keeping track of their earnings. Students set the price of their feature (in tickets purchased with play money or whatever fits your situation) depending upon their expenses to make and run it.
[Note: It is recognized that the expenses come out of real monies and the earnings are play money. Hopefully parents will not have a problem with such a school-like characteristic.]
5. Put the activity into motion as it fits your situation.

Work-based Learning, Community Connection:

Any local amusement park, carnival workers. Many older brothers or sisters of the students work or have worked at an amusement park and could be the connection. Your WBL coordination can help you make a connection.

Community Partner Role:

1. Describe the skills/training/experience needed to work at an amusement park.
2. Identify the most important aspects of their career (safety, fun, convenience)
3. Give suggestions for the Amusement Park Day activity; perhaps be an assistant on the day of the activity.

Suggested Assessment:

Expenses/Earnings Statements handed in for Math Credit.

Quality of participation in the Amusement Park Day activity.

Wrap-up session to discuss what was learned; what could be improved; the most exciting part; the most challenging part; etc.

EXPENSES/EARNINGS STATEMENT
(Profit/Loss Statement)

Name _____

Date _____

Title of Amusement Park Feature: _____

Expenses: (what it cost to produce your feature)

Materials: _____ \$ _____

_____ \$ _____

_____ \$ _____

Operating Costs: (electricity, equipment rental, etc.)

_____ \$ _____

_____ \$ _____

Miscellaneous: _____ \$ _____

Total Expenses \$ _____

Earnings:

Ticket Sales: No. of Tickets _____ @ \$ _____ \$ _____

Sale of left-over materials: _____ \$ _____

Miscellaneous: _____ \$ _____

Total Earnings \$ _____

Profit/Loss Calculation:

Total Earnings: \$ _____

Total Expenses: \$ _____ (subtract total expenses from total earnings)

Net Profit/Loss: \$ _____ (write a profit in black; a loss in red)